DOCUMENT RESUME

ED 255 550 TM 850 191

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TITLE Evaluation of the Seattle Public Schools' 1983-84 Re-Entry Program. Report No. 84-13.
INSTITUTION Seattle Public Schools, WA. Evaluation Office.
PUB DATE Nov 84
NOTE 44p.; Figures in Appendix D contain small print and will reproduce poorly.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; *Behavior Change; Behavior Problems; *Expulsion; Institutional Characteristics; Program Effectiveness; Program Evaluation; *Reentry Students; *Rehabilitation Programs; Secondary Education; Student Attitudes; Student Characteristics; *Suspension
IDENTIFIERS *Seattle Public Schools WA

ABSTRACT

This report evaluates the Seattle Public School District's 1983-84 re-entry program for suspended and expelled students in terms of seven expected student behavioral outcomes and Outreach/Intake Services Unit objectives. The program's purpose is to assist these students in improving the attitudes and/or behaviors which lead to disciplinary action. The 1983-84 "triad" re-entry program model placed the program at three sites designed to accommodate the residential patterns of eligible students: Marshall (north), Sharples (southeast), and Boren (southwest). Additional features included expanded enrollment capacity, provisions for academic credit, and establishing the outreach/intake services component. The report also investigates student characteristics (ethnic group, sex, previous school release reason, grade, actual versus nominal grade, living-with status, free and reduced-price lunch program status, school attended prior to suspension/expulsion) and the programs operational aspects (student entry and staffing patterns, and site differences in size, mainstreaming, behavior modification, counseling, special problems of seventh and eighth grade students, and disciplinary action). Short term recommendations are made for student attendance and staffing. Appendices contain: (1) the teacher rating form; (2) Nowicki's and Strickland's Locus of Control Scale for Grades 7-12; (3) 21 tables of student characteristics and program results; and (4) 15 graphs of comparative school site results. (BS)

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EVALUATION OF THE SEATTLE PUBLIC SCHOOLS' 1983-84 RE-ENTRY PROGRAM

REPORT NO. 84-13
NOVEMBER 1984

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ACKNOWLEDGEMENTS

The author is grateful to those dedicated professionals who made this report possible. Re-entry Program staff at all three sites, Marshall, Sharples, and Boren, cooperated generously in allowing access to their classrooms and in providing information about their methods, activities, objectives, and problems.

Outreach/Intake Services personnel were graciously helpful in describing that unit's operation as well as in administering one of the study's major evaluation instruments.

Finally, Winona Lockard and Joanne Case lent their considerable word processing and editorial talents to the production of this report.

Many thanks to all of the above.

EVALUATION OF THE SEATTLE PUBLIC SCHOOLS'

1983-84 RE-ENTRY PROGRAM

MANAGEMENT SUMMARY

The 1983-84 school year marked the second year of the District's operation of a re-entry program for students who have been suspended or expelled. The program came into being as a result of the School Board's adoption of the poiicies recommended in the October 1981 Seattle Public Schools' Discipline Seminar report. The fourth of these policies states:

> "It is the policy of the Board of Directors to readmit students who have received a long-term suspension or expulsion from school due to their violation of Seattle School District rules provided the student has demonstrated improvement in those attitudes and/or behaviors which led to the disciplinary action. The District shall provide appropriate re-entry programs to assist students to develop the prescribed changes." (See page 33 of the report.)

The 1982-83 Re-entry Program was described in Program Evaluation Office Report No. 83-5. One of the report's recommendations was that planning of future Re-entry Program sites take into account residential patterns of eligible students.

In the summer of 1983, the Curriculum and Instruction Division recommended and the School Board approved the 1983-84 "Triad" Re-entry Program model, which was designed to accommodate these residential patterns. This model placed the program at three sites: Marshall (north), Sharples (southeast), and Boren (southwest). Additional features of the triad model were an expanded re-entry student enrollment capacity, provision for students earning academic credits, the establishment of an outreach/intake service component, and a clear statement of expected student outcomes. The expected student outcomes or objectives are:

"1. The student will improve attendance.

2. The student will be able to stay in his/her own space during class time.

3. The student will be able to listen to the person who is speaking, without any interruptions.

4. The student will develop self-control behaviors during group discussions.

5. The student will be able to communicate his/her feelings in an appropriate manner.

6. The student will use his problem solving ability for dealing with social behavioral conflicts.

7. The student will develop the ability to foresee consequences for his/her actions."

The Outreach/Intake Services Unit had two objectives:

"1. By the end of the school year, the Outreach/Intake Services Unit will have made pursuit contact with 95% of the students and/or parents of students eligible for re-entry program enrollment during the 1983-84 school year.

2. By the end of the school year, the Outreach/Intake Services Unit will have facilitated re-entry program attendance and follow-through services for 60% of those students on long-term suspension or expulsion during the 1983-84 school year."

The study described in this summary focused on how well the program and its outreach/intake services component met their objectives. In addition, the study investigated characteristics of students served by the program and the program's operational aspects.

OBJECTIVES OF THE STUDY

1. To describe the students served by the Re-entry Program.

2. To document the Re-Entry Program's operation, the process by which it attempts to help students achieve expected behavioral outcomes.

3. To evaluate the program's effectiveness in enabling students to achieve the expected outcomes.

4. To propose 1984-85 follow-up activities required to complete the program evaluation.

5. To make recommendations for program improvement based on information acquired in meeting study objectives 1 through 3.

DATA SOURCES

Data gathering activities occurred during the second semester of the 1983-84 school year. Six sources of data were utilized:

1. The Student Master File, a computer file which contains students' transfer history, provided information about students served by the program, and certain aspects of program operation.

2. Outreach/Intake Services Unit periodic and summary reports provided information about the Unit's operation and effectiveness.

3. Interviews with Outreach/Intake Services Unit staff provided additional information about the Unit's operation.

4. Classroom observation and interviews with program staff were used to document the program's operation.

5. The teacher rating scale was the source of information about achievement of the first six objectives listed in the Introduction. In addition, items measuring other desirable outcomes were incorporated into the scale.* The teacher rating scale was completed by program teachers twice for each student: first, when the student had been in the program for two weeks and second, just before the student exited the program. (See Appendix A for a copy of the rating scale.)

6. Nowicki's and Strickland's Locus of Control Scale for Grades 7-12, a measure of the degree to which an individual assumes responsibility for his/her own actions and their consequences, was the source of information about achievement of the seventh objective listed in the Introduction. The 21-item scale was used to produce a single internal attribution of control score. The scale was first completed by students during a pre-program orientation and assessment session conducted by the Outreach/Intake Services Unit. Outreach/ Intake Services staff administered the scale a second time, just before students exited the program. (See Appendix B for a copy of the Locus of Control Scale.)

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* A series of similar scales has been constructed by Agard and Harrison at the University of Texas. Some of their scale items were adapted and combined with newly created items to construct the teacher rating scale.

RESULTS AND DISCUSSION

The results discussed below describe the students served by the re-entry program, operational characteristics of both the program and its outreach/intake component, and the effectiveness of both the program and its outreach/intake component.

Students Served

The typical Re-entry Program student is a black male suspended from the ninth grade for poor attendance after a history of non-promotion. This typical student lives with a single parent, is as likely as not to be enrolled in the free or reduced-price lunch program, and is more likely to have come from Ingraham High School than any other secondary school or program.

This composite picture of a Re-entry Program student was generated by noting the modal or most frequent category for re-entry students in each of the distributions of Tables 1 through 8, Appendix C, pp. C-1 to C-6. Inspection of Tables 1 through 8 also reveals categories in which Re-entry Program students were under or over-represented when compared with suspended/expelled students who did not enroll in the program. These tables also show categories in which suspended/expelled students are under or over-represented when compared with the secondary student population in general. These disproportionalities are discussed in the following subsections.

Ethnic group. Table 1, page C-1, compares the ethnic group distributions for students in the Re-entry Program, suspended/expelled students not in the program, and all students in grades 7 through 12. The percentages in Table 1 indicate that only Hispanic students were approximately equally represented in the three groups. Asian and White students were under-represented in the two suspended/expelled groups when compared with their representation in the total secondary student population. Native American and Black students were over-represented in the two suspended/ expelled groups; the former more so in the non-program group, the latter more so in the program group. Black students were the only ethnic group for which the program percentage, 41.5, exceeded the non-program suspended/expelled percentage, 35.2. This finding, duplicating that reported in last year's Re-entry Program analysis, indicates that Black students are relatively more likely to avail themselves of the program than are suspended/expelled students of any other ethnic group. Native Americans continue to be least likely to take advantage of the program.

Sex. Table 2, page C-2, shows the sex distribution for each of the three comparison groups. From Table 2, it can be seen that males are over-represented in the two suspended/expelled groups, more so in the program than in the non-program group.

Previous school release reason. Table 3, page C-1, compares previous school release reasons for program and non-program students. (The within-program site level distributions are included in Table 3 for a later discussion.) As can be

seen from the table, poor or non-attendance is the most frequent release reason for both groups; but the percentage, 64.6, for the program group is smaller than the percentage, 71.0, for the nonprogram group. Correspondingly, the percentages for expulsion and behavior-related suspension are greater for the program than for the nonprogram group. It would seem that the re-entry program is relatively more successful in attracting students with behavioral problems than it is in attracting students with attendance problems.

Grade. Table 4, page C-3, shows the grade distributions for the three comparison groups. Ninth graders comprise the largest percentage of both program and non-program suspended/expelled students, 45.1% and 40.0% respectively, compared with the percentage, 21.0, of ninth graders in the total secondary student population. Eighth graders are represented next most frequently in the Re-entry Program, comprising almost the same percentage, 18.4, as in the total secondary student population, 18.2. From tenth through twelfth grade the program percentages decline considerably, when compared with the percentages of these grade students in both the non-program suspended/expelled group and the total secondary student population.

Actual vs nominal grade. Table 5, page C-4, was constructed to get some picture of possible differences between the three comparison groups in grade-to-grade promotion history. Table 5 shows, for each group, the percentage of students whose actual grade is the same or different from their nominal or age-based grade. (Nominal grade is the grade a student would be in if his/her sixth birthday was between November 2 of the year he/she entered the first grade and November 1 of the year preceding, and if he/she was promoted to the next grade each successive year.)

Table 5 shows that the three groups differ considerably in the percentage of students whose actual grade is below their nominal grade. The percentage is greatest for non-program suspended/expelled students, 60.6; less for program students, 49.5; and least for the total secondary student population, 26.8. Thus, it would appear that the non-program suspended/expelled group has more students who were retained in the same grade one or more years than does the Re-entry Program group.

Living-with status. Table 6, page C-5, shows the living-with status (both parents versus other) distribution of each of the three comparison groups. The distributions are similar for the Re-entry Program and the non-program suspended/expelled groups in the degree to which students living with other than both parents (in most cases a single parent) are over-represented, 71.1% and 72.2% respectively, versus 45.7% in this category for the total secondary student population.

Free and reduced-price lunch program status. Table 7, page C-5, gives the free and reduced-price lunch program status distributions of the three comparison groups. From Table 7 it can be seen that the three groups differ in the percentage of students eligible for the free and reduced-price lunch program. The percentage is greatest for Re-entry Program students, 49.1; less for non-program suspended/expelled students, 45.8; and least for the total secondary student population, 33.0.

School attended prior to suspension/expulsion. Table 8, page C-6, was constructed to determine whether some schools might be a proper focus for more intensive outreach effort; that is, whether some "sending" schools are under-represented in the Re-entry Program and over-represented in the non-program suspended/expelled group. In Table 8, such schools would be those for which the non-program suspended/expelled percentage is greater than the total secondary student population percentage, which is in turn greater than the Re-entry Program percentage. Six such "schools" are thus identified: Ballard, Roosevelt, Denny, Madison, Hamilton, and the alternative, special and interagency programs composite.

Operation

Program operation. Operation of the Re-entry Program is geared to accommodate a student body that gradually increases in size throughout the course of a semester. As may be seen from Table 9, page C-7, which shows the distribution of entry dates for second semester 1983-84, there are few students in attendance at the beginning of the semester, but their number increases steadily as students are suspended or expelled from the regular program. The Re-entry Program student body reaches maximum size just prior to the end of the semester; most students exit the program at semester's end.

This variability in entry dates, coupled with a fixed exit date, results in a corresponding variability in length of stay in the program. As may be seen from Table 10, page C-8, the number of school days enrolled in the program ranges from less than 10 to more than 80 with over 50% of the students enrolled for fewer than 35 school days. A frequent comment by Re-entry Program staff is that many students are not in the program long enough to benefit from it. (The Program Effectiveness section of this report examines the relationship between length of stay in the program and achievement of the program's objectives.)

The variability in entry dates, coupled with the policy of staffing based on the previous year's October 1 enrollment figures, has presented a significant problem for the program's operation. In 1982-83, the majority of program staff were "surplused" at the end of the school year, with the result that only a small core of trained staff were retained for the 1983-84 school year. This necessitated the hiring of new, untrained staff as enrollment increased throughout the first semester of 1983-84. Program staff were unanimous in expressing the need for highly trained staff in dealing with their special population of students. (It should be noted that, although the majority of 1983-84 program staff were again "surplused" at the end of the school year, twelve were reassigned to the program before the opening of the 1984-85 school year. This compromise of fiscal policy with program need should lessen the problems associated with untrained staff, although it can scarcely eliminate them.)

The above aspects of program operation are common to all three sites. However, there are several important operational aspects in which the three sites differ. Seven of these aspects are discussed below.

- Size - The three sites differ considerably in the number of students they serve. Marshall served the largest number of students--230 during second semester; Sharples served the next largest number--160, second semester; and Boren served the smallest number--109, second semester. (These numbers include students who did not remain in the program until the end of the semester.)

- Mainstreaming - Of the three sites, Sharples used a mainstreaming approach the most extensively. All students, both high school and middle school, were enrolled in the Alternative High School from the time they entered the program. There was, however, one staff member at Sharples who taught seventh and eighth grade reading, language arts, geography, and U.S. history.

  At Marshall, high school students were enrolled in the Alternative High School only when their behavior was judged suitable to that environment. Until then, these students spent their school day in behavior modification activities and "academic mini-courses," which were taught by re-entry rather than Alternative High School staff. Marshall seventh and eighth grade students, whose behavior was judged suitable, spent half their school day in classes taught by re-entry staff and the other half in the Alternative High School.

  At Boren, the re-entry program was self-contained. There were three teachers for high school classes and two teachers for middle school classes.

- Behavior modification - Staff at all three sites have had some, and in many individual cases considerable, training in behavior modification techniques. The technique most used is referred to alternately as "skill streaming" or "structured learning."* The three sites differed in the amount of student time formally scheduled for skill streaming. Boren students had the least amount of time formally set aside for skill streaming--one class period three days a week. Sharples students had one class period a day set aside for skill streaming activities. Marshall revised its curriculum at midyear so that for a beginning re-entry student, a sizable portion of the school day was spent in behavior modification activities including, but not limited to, skill streaming; when the student was judged ready, he/she was mainstreamed into the alternative high school program.

- Counseling - Both Marshall and Sharples had a counselor assigned to their buildings. In addition, both had a career counseling center which was open to students on a drop-in basis. Nonetheless, staff at both sites indicated the need for additional psychological counseling services to deal with home problems and substance abuse and to provide individual therapy. Boren had neither a counselor nor a career center. Counseling at Boren was provided primarily by the head teacher and a youth service assistant who performed this function in addition to their regular duties.

- Seventh and eighth grade students - According to program staff, seventh and eighth grade students have presented a special problem at Marshall and Sharples because many of these students are unable to handle the greater freedom provided by the alternative school environment. Staff at the two sites noted that acting out and modeling of inappropriate behavior are particular problems with these younger students. Inappropriate behavior modeling was not noted as frequently at Boren, where seventh and eighth grade students' classes were self-contained within an already self-contained program.

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* In skill streaming, or structured learning, each of a group of students is videotaped while working through a hypothetical problem situation requiring a skill such as temper control, trouble avoidance, or positive negotiation. The exercises are structured so that the student must acknowledge responsibility for his/her own actions.

- Disciplinary action - The three sites differed in the frequency with which they suspended or expelled re-entry students from the program. The suspension/expulsion rate was highest at Marshall; 44 out of 230, or 19.1%, second semester Re-entry Program students were suspended or expelled from the Re-entry Program. The suspension/expulsion rate was next highest at Boren; 18 out of 109, or 17.4%. The rate was lowest at Sharples; 18 out of 160, or 11.2%.

  The usual reason for suspension from the Re-entry Program is nonattendance. However, the different rates of suspension from the three re-entry sites only partially reflect the different rates with which students having a history of attendance problems were enrolled at the three sites. From Table 4, page C-3, it can be seen that students whose original reason for suspension or expulsion was poor or nonattendance comprised 69.2% of the population at Marshall, 62.4% at Sharples, and 58.7% at Boren.

Outreach/intake services operation. Transcripts and other information, including reason for suspension, are routinely passed on to the Outreach/Intake Services Unit shortly after students are suspended. Outreach/intake action on expelled students takes longer since these students must first petition for re-entry and await administrative approval of their petition. In either case, outreach/intake services begin when records are received on a suspended or expelled student. At that point unit staff contact the eligible student to arrange a re-entry orientation appointment.

Orientation activities include describing the re-entry program, outlining expectations for student behavior while in the re-entry program, explaining criteria for transfer back into the regular program, assessing achievement level and administering the locus of control scale (a measure of the degree to which an individual assumes responsibility for his/her own actions).

Shortly before the semester's end, Outreach/Intake Services Unit staff meet with students who are eligible for transfer back into the regular program. At this meeting, unit staff describe procedures for transfer back into the regular program and, for as many students as possible, arrange contact with receiving school counselors. Also, the Locus of Control Scale is again administered.

Unit staff also follow up on students on an "as needed" basis, after their return to the regular program. Follow-up activities include phone calls, visits, meetings, and where necessary, referrals to special agencies.

These activities were accomplished in 1983-84 by a staff of three which served the entire program--a secretary, a youth services assistant, and an intake specialist. Reports issued by the unit indicate that staff was insufficient to make needed home visits, both for outreach efforts and to follow up on re-entry program requests for such visits. These reports also say that additional clerical support was needed to accomplish required paperwork and to make telephone contacts with regular schools, both sending and receiving. (It should be noted that for 1984-85, Outreach/Intake Services Unit staff were reduced by one half to a full-time youth services assistant and a half-time intake specialist.)

Program Effectiveness

Three aspects of program effectiveness are considered below: achievement of the program's seven stated objectives, achievement of additional outcomes, and the relationship between time spent in the program and achievement of outcomes.

Achievement of objectives. Since the three sites differed considerably in their operation, evaluation of program effectiveness focuses on determining whether the three sites were differentially effective in achieving the re-entry program's stated objectives. Analyses performed to this end reveal that while Marshall was most successful in promoting the greatest number of objectives, Boren was most successful in promoting a single but very important objective, better attendance. This finding emerges from the following subsections, which compare sites objective by objective. Items referenced in these subsections are from the teacher rating scale, Appendix A, which was completed by program teachers twice for each student; first, two weeks after the student entered the program and second, just prior to the student's exit from the program.

° Objective 1: "The student will improve attendance."

Boren surpassed Marshall and Sharples in promoting better attendance and punctuality among its high school students. No gains in attendance or punctuality were exhibited by Marshall or Sharples high school students. None of the three sites appeared to have a positive effect on middle school students' attendance and punctuality.

These findings are extracted from Tables 11 and 12, pages C-8 and C-9. Table 11 indicates that for high school students, Boren's average exit rating on the item, "Shows up for school," exceeds its average entrance rating and is significantly higher than the average exit ratings for Marshall and Sharples. Exit ratings for Sharples and Boren high school students failed to exceed their entrance ratings. None of the sites' average exit ratings exceed their average entrance ratings for middle school students. Table 12 shows similar results for the item, "Is on time for class."

Boren's success in promoting better attendance among high school students seems most easily explained by referring to another outcome, liking for school, which is discussed in the next section. To anticipate that discussion, Boren's high school students showed the greatest increase from entrance to exit in teachers' ratings of liking for school. Greater liking for school, and hence better attendance, might be related to Boren's self-contained structure; a structure which perhaps fosters a greater sense of belonging and identification among its high school students than does the mainstreaming mode of operation at the other two sites. Unfortunately, the self-contained mode of operation at Boren appears unequal to the challenge of improving middle school students' attendance and punctuality.

° Objective 2: "The student will be able to stay in his/her own space during class time."

Marshall was more successful than Sharples or Boren, which were not significantly different, in effecting change in the behavior, staying in one's own space during class time.

This finding is demonstrated in Figures 1a through 1c, Appendix D page D-3. Figures 1a through 1c represent a fairly nontraditional approach to investigating differences among sites, an approach that is followed in addressing additional objectives. A discussion of why the approach is used, what kind of information it yields, and how to interpret its results is presented in the Guide for Interpreting Figures 1 through 5 at the beginning of Appendix D, pages D-1 to D-2.

Marshall's success in effecting this behavioral change might be due to the fact that its behavior modification effects concentrated on this as one aspect of self-control behavior.

- Objective 3: "The student will be able to listen to the person who is speaking, without any interruptions."

Site differences in the enhancement of listening behavior varied depending on whether the speaker was a teacher or another student. For a teacher as speaker, Marshall surpassed both Sharples and Boren in promoting better listening behavior. For another student as speaker, Sharples students showed the most improvement in listening behavior.

These results are extracted from Figures 2a through 2c, page D-4, which compare pairs of sites on the item, "Listens to teacher without interrupting," and from Table 13, page C-9, which gives average entrance and exit ratings on the item, "Listens to other students without interrupting."

Marshall's behavior modification efforts appear to have been successful in yet another aspect of self-control behavior, listening to the teacher without interrupting. Although Marshall students did not improve in listening to other students without interrupting, it should be noted that their entrance ratings on this behavior were initially high, so that there was little room for improvement. Sharples students, on the other hand, were initially rated low in listening to other students without interrupting and showed considerable improvement. It may be that Sharples' immediate and almost total integration into the alternative high school program fosters this kind of courtesy toward fellow students.

- Objective 4: "The student will develop self-control behaviors during group discussions."

As may be seen from Table 14, page C-10, none of the three sites showed significant gains on this objective. It seems likely that this objective, unlike the first three, covers too broad a range of behaviors to permit meaningful ratings.

- Objective 5: "The student will be able to communicate his/her feelings in an appropriate manner."

Marshall surpassed Sharples and Sharples surpassed Boren in facilitating students' appropriate communication of feelings.

This result is drawn from Figures 3a through 3c, page D-5, which compare pairs of sites on the item, "Communicates his/her feelings in an appropriate manner."

Once again it appears that Marshall's relatively extensive behavior modification program had positive results. Observations conducted at Marshall confirm that appropriate communication of feelings was strongly emphasized in that site's behavior modification activities. This emphasis was also observed at Sharples, where a good portion of the time allocated to behavior modification was devoted to facilitating students' appropriate expression of feelings.

- Objective 6: "The student will use his/her problem-solving ability for dealing with social/behavioral conflicts."

  Marshall was more successful than Sharples or Boren, which were not significantly different, in influencing students to deal rationally and reasonably with social/behavioral conflicts.

  This result is graphically displayed in Figures 4a through 4c, page D-6, which compare pairs of sites on the item, "Deals rationally and reasonably with social-behavioral conflicts."

  Observations conducted at all three sites confirm that Marshall students spent the most time on activities designed to improve their ability to deal with social/behavioral conflicts.

- Objective 7: "The student will develop the ability to foresee consequences for his/her actions."

  Sites did not differ significantly on average exit scores for this ability, which was measured by the Locus of Control Scale. However, entrance score differences among sites are significant, largely due to the lower entrance scores of Boren students, who showed the greatest gain from entrance to exit. That Boren students' gain is not significantly greater than that for the other two sites may be due to the small number of students who completed the scale upon both entrance and exit. (See Table 15, page C-10, for average scores and N's.)

Achievement of other outcomes. Ten outcomes other than those stated as program objectives were also assessed via items on the teacher rating scale. Although no one site was superior in promoting all additional outcomes, Sharples appeared to be most effective in promoting the greatest number. This finding emerges from the following subsections, which compare sites outcome by outcome.

- Obeys class limits or rules.

  Marshall surpassed Boren but was not significantly more effective than Sharples in promoting obedience to class limits or rules. (See Figures 5a through 5c, page D-7.)

- Can concentrate on tasks for long periods.

  Female students at Sharples and male students at Marshall demonstrated improvement in the ability to concentrate on tasks for long periods of time. No improvement was shown by the other four site-by-sex combinations. (See Table 16, page C-10.)

- Seems to like school.

  Marshall was the only site for which students' liking for school did not increase from entrance to exit. Boren high school students showed the greatest increase, followed closely by Sharples middle school students. (See Table 17, page C-11.)

- Gets into fights.

  Female students at Sharples and Boren showed a decrease from entrance to exit in the behavior, gets into fights. At none of the sites did male students show a similar decrease. (See Table 18, page C-11.)

- Is easily provoked by other class members.

  Sharples surpassed Marshall and Boren in reducing, from entrance to exit, the ease with which students are provoked by other class members. (See Table 19, page C-12.)

- Resists others' efforts to reason with him/her.

  Sharples was more effective than Marshall or Boren in reducing, from entrance to exit, students' resistance to reasoning. (See Table 20, page C-12.)

- Attempts to dominate or bully other students.

  Female students at Sharples and Boren showed a decrease, from entrance to exit, in the behavior attempts to dominate or bully other students. At none of the sites did male students show a similar decrease. (See Table 21, page C-12.)

None of the sites showed gains for the remaining three outcomes assessed by the teacher rating scale: Is boisterous, shows off in class; is well behaved in class; has difficulty keeping his/her mind on group discussions.

Time in program and achievement of outcomes. Prior to the conduct of this study, it was hypothesized that students' length of stay in the program would be positively related to their progress toward at least some of the program's stated objectives and some of the additional outcomes. However, indices of correlation, calculated both within and across sites, indicate no such relationship. This somewhat surprising result might be due to individual students' differences in what period of time in the program is optimal for achievement of a given outcome. It might be that, for some students, significant progress toward an outcome is made relatively quickly, while for other students, a longer period of time is required.

Outreach/Intake Services Effectiveness

The Outreach/Intake Services Unit's effectiveness is evaluated in terms of how succesful the unit is in achieving its two objectives, which are addressed in turn in the following subsections.

Contact with eligible students. If "pursuit contact" means attempted contact, then the Outreach/Intake Services Unit met its objective of pursuit contact with 95% of eligible students and/or their parents.

Of the 356 suspended or expelled students assigned to the Re-entry Program by the Office of Student Placement during the period October 25 through December 2, 1983, Outreach/Intake Services attempted contact with 338 (94.9%). (Contact was actually made with 266 or 78.7% of these 338 students.)*

Re-entry Program attendance. The Outreach/Intake Services Unit also met its second objective, to facilitate Re-entry Program attendance for 60% of eligible students.

Of the 864 suspended or expelled students assigned to the Re-entry Program by the Office of Student Placement during second semester, 1983-84, the Outreach/Intake Services Unit oriented, assessed, and sent to Re-entry sites 587 (67.9%). (Of these 587 students, 516 or 87.9% attended the program for one or more days.)

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* The time period October 25 through December 2, 1983, was chosen because records maintained by the Outreach/Intake Services Unit for that period comprised the only set from which the required information could be extracted.

PROPOSED FOLLOW-UP ACTIVITIES

Two questions need to be addressed in 1984-85 in order to provide a complete evaluation of the 1983-84 Re-entry Program. These questions are:

1. Does the Re-entry Program promote student academic improvement?

2. Is the Re-entry Program successful in preventing recidivism?

There is also a third question, which does not pertain to the 1983-84 Re-entry Program, but which has implications for the future operation of the program:

3. Does the reduction in staffing of the Outreach/Intake Services Unit adversely impact the effectiveness of the unit?

Academic Improvement

Academic improvement of second semester, 1983-84, Re-entry Program students can be assessed by comparing number of credits earned as of the end of first semester, 1984-85, with credits earned prior to program entry. Attribution of gain to the Re-entry Program requires that resulting figures be evaluated against comparable figures for students who were suspended or expelled second semester, 1983-84, did not attend re-entry, and returned to the regular program in 1984-85.

Prevention of Recidivism

The Re-entry Program's success in preventing recidivism can be evaluated via the same basic comparisons as those described above for the assessment of academic improvement. The major difference is that the variable of interest will be a measure of whether or not the students in question are suspended or expelled (again) during the first semester of 1984-85.

Outreach/Intake Services Unit Staffing

The impact of reducing Outreach/Intake Services Unit staff in 1984-85 by one half of what it was in 1983-84 can be determined by comparing the unit's effectiveness in meeting its objectives in 1984-85 with its effectiveness in 1983-84.

RECOMMENDATIONS

Results discussed in the foregoing are short-term, relating to students' behavioral improvement while in the Re-entry Program. Definitive statements about the relative effectiveness of the three sites and recommendations concerning which aspects of which sites be adopted for optimal re-entry programming should await evidence of long-term effectiveness. For this reason, the following recommendation is offered.

Recommendation 1 - The follow-up evaluation activities proposed in the preceding chapter should be implemented in 1984-85.

+ + + + + + + + + + + + + + + + +

However, improvement in one behavior (attendance) for one group (seventh and eighth grade students) was so conspicuously lacking at all three sites that further study seems unnecessary. It appears that an alternative treatment to that offered at any of the three sites is needed to effect improvement in attendance for these younger students. This need prompts the following recommendation.

Recommendation 2 - Alternative methods for improving attendance of suspended seventh and eighth grade students should be explored. Since the "pull-out" approach common to all three re-entry sites has not been successful, consideration might be given to an in-house suspension approach to attendance improvement at these grade levels.

+ + + + + + + + + + + + + + + + +

The third and last recommendation, which also appears warranted without further study, concerns Re-entry Program staffing. Classroom observation and interviews with program staff clearly indicate the need for well-trained staff on site as soon as students arrive. Untrained staff who are added to the program as enrollment increases are not equipped to deal with the sometimes explosive situations that arise in the re-entry classroom. The following recommendation is quoted from Discipline Seminar Update Report No. 3, April 1984.

Recommendation 3 - "The Re-entry Program should be adequately staffed at the beginning of the school year. Every effort should be made to retain Re-entry Program staff who are experienced and already trained in working with students with attendance and discipline problems." (See page 7 of the update report.)

+ + + + + + + + + + + + + + + + +

APPENDIX A

TEACHER RATING OF STUDENT AT ENTRANCE

Student Name _____ Student I.D.# _____ (1-7) Date _____ (8-13)

		Always	Usually	Sometimes	Rarely	Never	
1.	Shows up for school.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(14)
2.	Is on time for class.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(15)
3.	Stays in his/her own space during class time.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(16)
4.	Obeys class limits or rules.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(17)
5.	Is boisterous, shows off in class.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(18)
6.	Listens to teacher without interrupting.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(19)
7.	Listens to other students without interrupting.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(20)
8.	Can concentrate on tasks for long periods.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(21)
9.	Is self-controlled during group discussions.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(22)
10.	Gets into fights.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(23)
11.	Is easily provoked by other class members.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(24)
12.	Resists others' efforts to reason with him/her.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(25)
13.	Deals rationally and reasonably with social-behavioral conflicts	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(26)
14.	Communicates his/her feelings in an appropriate manner.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(27)
15.	Has trouble expressing feelings appropriately.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(28)
16.	Is well behaved in class.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(29)
17.	Attempts to dominate or bully other students.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(30)
18.	Has difficulty keeping his/her mind on group discussions.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(31)
19.	Seems to like school.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	(32)

Please use the space below for any comments that may bear on your ratings.

Distribution: White - Program Evaluation Office; Yellow - Student's File.

APPENDIX B

STUDENT INTAKE/ENTRANCE QUESTIONNAIRE

Name _____ (1-7) Date _____ (8-13)

INSTRUCTIONS: First please fill in the space above giving your name and today's date. There are no right or wrong answers to questions that follow. They are designed to get your own reaction to things that happen to you. For each question, just check the "yes" or "no" box, depending on which answer best describes your reaction.

		YES	NO	
1.	Do you believe that most problems will solve themselves if you just don't fool with them?	☐ 1	☐ 2	(14)
2.	Are you often blamed for things that just aren't your fault?	☐ 1	☐ 2	(15)
3.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	☐ 1	☐ 2	(16)
4.	Do you feel that most of the time parents/guardians listen to what their children have to say?	☐ 1	☐ 2	(17)
5.	When you get punished does it usually seem its for no good reason at all?	☐ 1	☐ 2	(18)
6.	Most of the time do you find it hard to change a friend's (mind) opinion?	☐ 1	☐ 2	(19)
7.	Do you feel that it's nearly impossible to change your parent's/guardian's mind about anything?	☐ 1	☐ 2	(20)
8.	Do you feel that when you do something wrong there's very little you can do to make it right?	☐ 1	☐ 2	(21)
9.	Do you believe that most kids are just born good at sports?	☐ 1	☐ 2	(22)
10.	Do you feel that one of the best ways to handle most problems is just not to think about them?	☐ 1	☐ 2	(23)
11.	Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	☐ 1	☐ 2	(24)
12	Have you felt that when people were mean to you it was usually for no reason at all?	☐ 1	☐ 2	(25)
13.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	☐ 1	☐ 2	(26)
14.	Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?	☐ 1	☐ 2	(27)
15.	Most of the time do you find it useless to try to get your own way at home?	☐ 1	☐ 2	(28)
16.	Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	☐ 1	☐ 2	(29)
17.	Do you usually feel that you have little to say about what you get to eat at home?	☐ 1	☐ 2	(30)
18.	Do you feel that when someone doesn't like you there's little you can do about it?	☐ 1	☐ 2	(31)
19.	Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?	☐ 1	☐ 2	(32)
20.	Are you the kind of person who believes that planning ahead makes things turn out better?	☐ 1	☐ 2	(33)
21.	Most of the time, do you feel that you have little to say about what your family decides to do?	☐ 1	☐ 2	(34)
22.	Did you like the school you last attended?	☐ 1	☐ 2	(35)

Distribution: White - Program Evaluation Office; Yellow - Student's File

APPENDIX C

TABLE 1

COMPARISON OF ETHNIC GROUP DISTRIBUTIONS FOR STUDENTS
IN THE RE-ENTRY PROGRAM, SUSPENDED/EXPELLED STUDENTS NOT IN THE PROGRAM,
AND ALL STUDENTS IN GRADES 7 THROUGH 12, SECOND SEMESTER, 1983-84

(June 18, 1984)

Ethnic Group	Re-entry Program		Nonprogram Suspended/Expelled		All Students, Grades 7-12	
	N	%	N	%	N	%
Hispanic	16	3.2	18	3.5	781	3.9
Native American	24	4.8	37	7.2	474	2.3
Asian	50	10.0	63	12.2	4,050	20.0
Black	207	41.5	182	35.2	4,560	22.5
White	202	40.5	217	42.0	10,374	51.3
TOTAL	499	100.0	517*	100.0	20,239*	100.0

* The reduction in "N" for this table, as compared with the following table, is due to the absence of ethnic group data for five students.

+ + + +

TABLE 3

DISTRIBUTION OF PREVIOUS SCHOOL RELEASE REASON FOR STUDENTS AT EACH RE-ENTRY PROGRAM SITE, ALL RE-ENTRY PROGRAM STUDENTS, AND ALL NONPROGRAM SUSPENDED/EXPELLED STUDENTS

(June 18, 1984)

Release Reason	Marshall		Sharples		Boren		Total Re-Entry Program		Nonprogram Suspended/ Expelled	
	N	%	N	%	N	%	N	%	N	%
Expulsion	11	7.1	9	7.7	8	10.0	28	7.9	30	6.2
Suspension, Behavior	37	23.7	35	29.9	25	31.3	97	27.5	111	22.8
Suspension, Attendance	108	69.2	73	62.4	47	58.7	228	64.6	346	71.0
TOTAL	156	100.0	117	100.0	80	100.0	353*	100.0	487**	100.0

* Number excludes those students who were carried over from the preceding (first) semester, were referred to the program without having been formally suspended or expelled, or left the program before the end of the second semester.

** Number excludes those students who transferred into a regular or special (non-re-entry) program following suspension or expulsion).

TABLE 4

COMPARISON OF GRADE DISTRIBUTIONS
FOR STUDENTS IN THE RE-ENTRY PROGRAM,
SUSPENDED/EXPELLED STUDENTS NOT IN THE PROGRAM,
AND ALL STUDENTS IN GRADES 7 THROUGH 12,
SECOND SEMESTER, 1983-84

(June 18, 1984)

Grade	Re-entry Program		Nonprogram Suspended/Expelled		All Students, Grades 7-12	
	N	%	N	%	N	%
7	64	12.8	54	10.4	3,480	17.2
8	92	18.4	67	12.9	3,678	18.2
9	225	45.1	207	40.0	4,246	21.0
10	74	14.8	114	22.0	3,382	16.7
11	32	6.4	59	11.4	2,670	13.2
12	12	2.4	17	3.3	2,787	13.8
TOTAL	499	99.9*	518	100.0	20,243	100.1*

* Percentage differs from 100.0 due to rounding error.

TABLE 5

COMPARISON OF ACTUAL VERSUS NOMINAL GRADE DISTRIBUTIONS*
FOR STUDENTS IN THE RE-ENTRY PROGRAM,
SUSPENDED/EXPELLED STUDENTS NOT IN THE PROGRAM,
AND ALL STUDENTS IN GRADES 7 THROUGH 12,
SECOND SEMESTER, 1983-84

(June 18, 1984)

Actual Versus Nominal Grade	Re-entry Program		Nonprogram Suspended/Expelled		All Students, Grades 7-12	
	N	%	N	%	N	%
Actual Grade Below Nominal Grade**	247	49.5	314	60.6	5,426	26.8
Actual Grade Same as Nominal Grade	243	48.7	194	37.5	13,843	68.4
Actual Grade Above Nominal Grade***	9	1.8	10	1.9	974	4.8
TOTAL	499	100.0	518	100.0	20,243	100.0

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* Nominal grade is the grade a student would be in if his/her sixth birthday was between November 1 of the year he/she entered the first grade and November 1 of the year preceding and if he/she was promoted to the next grade each successive year.

** Student entered school late and/or was retained in the same grade one or more years.

*** Student entered school early and/or skipped one or more grades.

TABLE 6

COMPARISON OF LIVING WITH STATUS (BOTH PARENTS VERSUS OTHER) DISTRIBUTIONS FOR STUDENTS IN THE RE-ENTRY PROGRAM, SUSPENDED/EXPELLED STUDENTS NOT IN THE PROGRAM, AND ALL STUDENTS IN GRADES 7 THROUGH 12, SECOND SEMESTER, 1983-84

(June 18, 1984)

Living-With Status	Re-entry Program		Nonprogram Suspended/Expelled		All Students, Grades 7-12	
	N	%	N	%	N	%
Both Parents	144	28.9	144	27.8	11,001	54.3
Other	355	71.1	374	72.2	9,242	45.7
TOTAL	499	100.0	518	100.0	20,243	100.0

+ + + +

TABLE 8

COMPARISON OF PREVIOUS SCHOOL ATTENDED
FOR STUDENTS IN THE RE-ENTRY PROGRAM,
SUSPENDED/EXPELLED STUDENTS NOT IN THE PROGRAM,
AND ALL STUDENTS IN GRADES 7 THROUGH 12,
SECOND SEMESTER, 1983-84

(June 18, 1984)

Previous School	Re-entry Program Percentage	Nonprogram Suspended/Expelled Percentage	All Students, Grades 7-12 Percentage
Ballard	5.6	10.0	6.5
Cleveland	5.1	6.6	4.3
Franklin	7.4	4.1	6.7
Garfield	6.4	2.3	7.5
Hale	7.4	7.7	5.2
Ingraham	10.2	7.5	7.1
Rainier Beach	6.1	6.8	4.7
Roosevelt	6.9	8.6	8.0
Sealth	6.6	6.6	5.0
West Seattle	8.7	10.0	4.7
Denny	3.3	3.9	3.7
Madison	3.1	5.5	3.2
McClure	4.6	0.9	3.6
Mercer	3.6	2.5	3.7
Whitman	1.8	0.9	4.6
Eckstein	1.3	2.3	4.1
Hamilton	1.5	3.9	2.4
Meany	2.0	0.5	3.0
South Shore	2.5	0.9	3.4
Washington	3.6	0.9	2.6
Alternative, Special, and Interagency Programs	2.5	7.7	5.7
TOTAL	100.2*	100.1*	99.7*

* Percentage differs from 100.0 due to rounding error.

TABLE 9

DISTRIBUTION OF ENTRY DATES, BY WEEK OF THE SEMESTER,
FOR STUDENTS IN THE RE-ENTRY PROGRAM,
SECOND SEMESTER, 1983-84

(June 18, 1984)

Entry Week	No. of Students	Percentage of Students	Cumulative No. of Students	Cumulative Percentate of Students
2 (2/6 - 2/10)	6	1.5	6	1.5
3 (2/13 - 2/17)	13	3.2	19	4.7
4 (2/21 - 2/24)	5	1.2	24	5.9
5 (2/27 - 3/2)	15	3.7	39	9.6
6 (3/5 - 3/9)	17	4.2	56	13.8
7 (3/12 - 3/16)	20	4.9	76	18.7
8 (3/19 - 3/23)	21	5.2	97	23.9
9 (3/26 - 3/30)	23	5.7	120	29.6
10 (4/9 - 4/13)	48	11.8	168	41.4
11 (4/16 - 4/20)	49	12.0	217	53.4
12 (4/23 - 4/27)	26	6.4	243	59.8
13 (4/30 - 5/4)	15	3.7	258	63.5
14 (5/7 - 5/11)	43	10.6	301	74.1
15 (5/14 - 5/18)	39	9.6	340	83.7
16 (5/21 - 5/25)	32	7.9	372	91.6
17 (5/29 - 6/1)	32	7.9	404	99.5
18 (6/4 - 6/8)	3	0.7	407	100.2
19-last (6/11 - 6/15)	0	0.0	407	100.2
TOTAL	407*	100.2**		

* Number includes only those students who remained in the program until the end of second semester.

** Percentage differs from 100.0 due to rounding error.

TABLE 10

DISTRIBUTION OF NUMBER OF SCHOOL DAYS ENROLLED
IN THE RE-ENTRY PROGRAM FOR STUDENTS IN THE PROGRAM,
SECOND SEMESTER, 1983-84

(June 18, 1984)

Number of Days	Number of Students	Percentage of Students
1 - 10	7	1.7
11 - 20	65	16.0
21 - 30	82	20.1
31 - 40	58	14.3
41 - 50	82	20.1
51 - 60	46	11.3
61 - 70	30	7.4
71 - 80	24	5.9
81 - 90	13	3.2
TOTAL	407*	100.0

Median Number of Days = 32

* Number includes only those students who remained in the program until the end of second semester.

+ + + +

TABLE 12

AVERAGE RATINGS FOR OBJECTIVE 1B: "IS ON TIME FOR CLASS"
ITEM 2, TEACHER RATING SCALE*

(June 18, 1984)

Grade Level		Marshall	Sharples	Boren
	Entrance	4.0	3.8	4.2
Middle School	Adjusted Exit**	4.0	3.8	3.8
	N	29	25	20
	Entrance	4.1	3.7	4.0
High School	Adjusted Exit	3.9	3.5	4.4
	N	104	51	5

+ + + +

TABLE 14

AVERAGE RATINGS FOR
OBJECTIVE 4: "IS SELF-CONTROLLED DURING GROUP DISCUSSIONS"
ITEM 9, TEACHER RATING SCALE*

(June 1984)

	Marshall	Sharples	Boren
Entrance	4.1	3.7	3.6
Adjusted Exit**	4.0	3.8	3.5
N	132	68	25

+ + + +

TABLE 17

AVERAGE RATINGS FOR
ITEM 19, TEACHER RATING SCALE: "SEEMS TO LIKE SCHOOL"

(June 1984)

		Marshall	Sharples	Boren
Middle School	Entrance	3.6	3.3	3.2
	Adjusted Exit**	3.5	3.8	3.3
	N	29	24	20
High School	Entrance	3.7	3.3	3.4
	Adjusted Exit	3.7	3.5	4.0
	N	103	48	5

+ + + +

TABLE 19

AVERAGE RATINGS FOR ITEM 11, TEACHER RATING SCALE:
"IS EASILY PROVOKED BY OTHER CLASS MEMBERS"*

(June 1984)

	Marshall	Sharples	Boren
Entrance	1.7	2.0	2.3
Adjusted Exit**	2.1	1.9	2.3
N	132	72	25

+ + + +

APPENDIX D

A GUIDE FOR INTERPRETING FIGURES 1 THROUGH 5

To compare sites on four of the seven objectives and one of the additional outcomes, it was necessary to use a method of analysis alternative to the more traditional comparison of average adjusted exit ratings. This is because the latter method, already used to address Objective 1, assumes that the correlation between entrance and exit ratings is the same for all sites. The equal correlation assumption was not met with the data for Objective 2, "Stays in his/her own space during classtime"; part of Objective 3, "Listens to teacher without interrupting"; Objective 5, "Communicates his/her feelings in an appropriate manner"; Objective 6, "Deals rationally and reasonably with social-behavioral conflicts"; and the outcome, "Obeys class limits or rules." The method, depicted graphically in Figures 1 through 5, that was used instead is called "regions of significance" analysis.

Regions of significance analysis takes quite a different tack from comparing average adjusted exit scores; it determines a range of entrance score values for which there are significant exit score differences between pairs of sites. The method involves the following two steps, which are illustrated by referring to Figure 1a.

1. For each site, use regression analysis to find the line that best describes the relationship between entrance and exit score values. Use a single graph to plot the two lines for each pair of sites. In Figure 1a, the solid, more nearly horizontal line is that which best describes the relationship between entrance and exit score values for Marshall, and the broken, steeper line is that for Sharples. (The line for Marshall is based on N = 133 data points; the line for Sharples is based on N = 76 points.)

2. Using formulas adapted from Walker and Lev,* compute boundaries for the region of significance. Shade in the region enclosed by these boundaries. In Figure 1a, the shaded area shows that Marshall's exit scores are significantly greater than Sharples' for those students whose entrance score is 1, 2, or 3. (That these entrance scores are all relatively low may be seen from their percentile equivalents, .6, 3, and 12. These percentile equivalents were generated from the cumulative frequency distibution of raw entrance scores for all three sites combined.)

   The same two steps are followed in testing the significance of the difference between Marshall and Boren and between Sharples and Boren. Figure 1b compares Marshall and Boren. The shaded area in the figure shows that Marshall's exit scores are significantly greater than Boren's for those students whose entrance score is 1 or 2, the extreme low (3rd percentile or less) portion of the distribution of entrance scores.

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* Walker, Helen and Joseph Lev. Statistical Inference. New York: Holt, Rinehart and Winston, 1953, 400-402. (The adaptation consisted of substituting Scheffe's F-statistic for multiple comparisons in place of the t-statistic for a single comparison.)

Figure 1c compares Sharples and Boren. The fact that there is no shaded area in the figure indicates that there are no entrance scores for which the difference between the two sites' exit scores are significant.

Taken together, Figures 1a through 1c show that Marshall's exit scores on the objective, "Stays in his/her own space during class time," are significantly greater than those for Sharples and Boren, for students scoring initially low on the objective. Differences between Sharples' and Boren's exit scores are non-significant throughout the range of entrance scores.

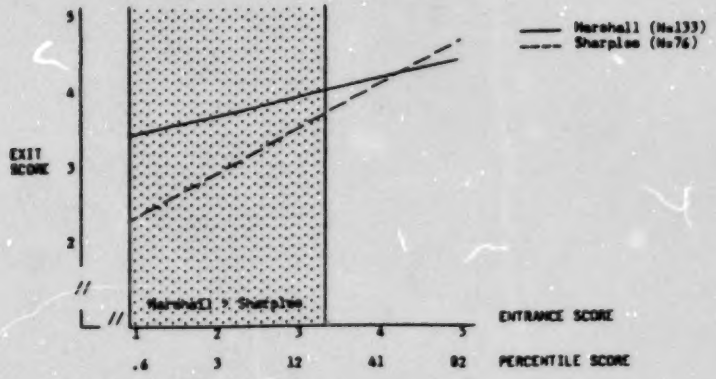
Figures 2 through 5 are interpreted similarly. It should be anticipated, however, that for a given objective, regions of significance may be located at different entrance score values, depending on the pair of sites being compared. The most extreme case of this varying location of regions of significance occurs with Objective 5, "Communicates his/her feelings in an appropriate manner," depicted in Figure 3. Figures 3a through 3c show that Marshall's exit scores are significantly greater than Sharples' for those students whose entrance score is 1; Marshall's exit scores are significantly greater than Boren's for those students whose entrance scores are 1 through 4; and Sharples' exit scores are significantly greater than Boren's for those students whose entrance score is 4. Interpretation of these varying regions of significance was to attribute superior performance to a site if its exit scores were significantly greater than those for another site for any entrance score value or values. Thus, Figures 3a through 3c were summarized in the main text with the statement, "Marshall surpassed Sharples and Sharples surpassed Boren in facilitating students' appropriate communication of feelings."

FIGURE 1

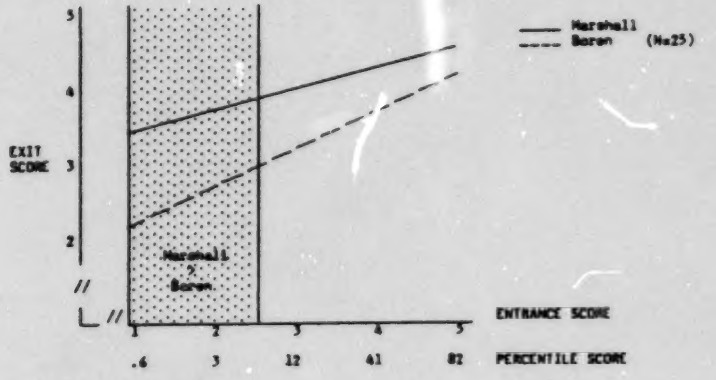
OBJECTIVE 2: STAYS IN HIS/HER OWN SPACE DURING CLASS TIME, ENTRANCE SCORE VALUES FOR WHICH THERE ARE SIGNIFICANT SITE DIFFERENCES IN EXIT SCORE VALUES— ITEM 3, TEACHER RATING SCALE*

(JUNE 1984)

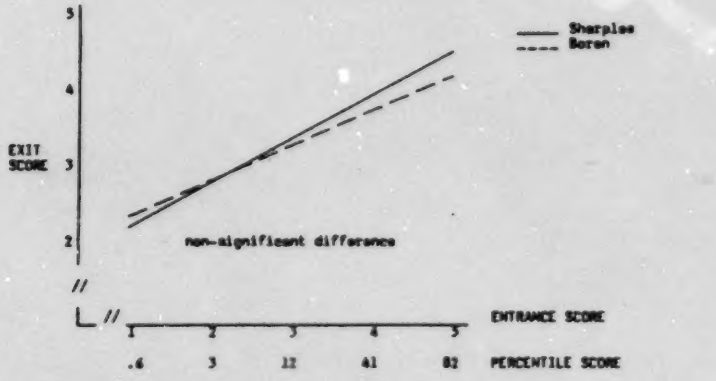
a. Marshall versus Sharples



b. Marshall versus Boren



c. Sharples versus Boren



* Responses to positively worded items of the teacher rating scale were coded so that a higher score corresponds to a more favorable rating; i.e., Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1.

NOTE: Shaded area represents region of significant difference between sites.

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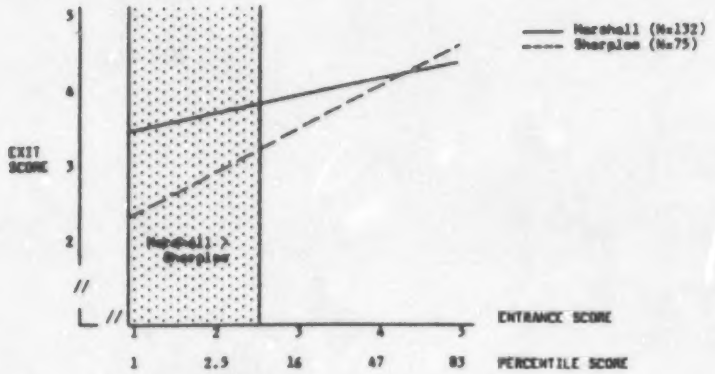
FIGURE 2

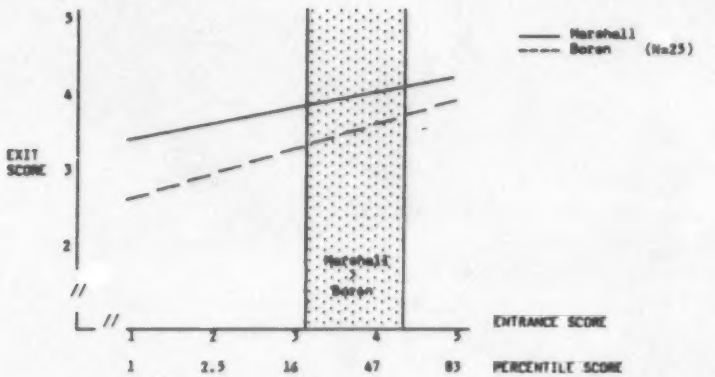
OBJECTIVE 3A: LISTENS TO TEACHER WITHOUT INTERRUPTING,
ENTRANCE SCORE VALUES FOR WHICH THERE ARE
SIGNIFICANT SITE DIFFERENCES IN EXIT SCORE VALUES—
ITEM 4, TEACHER RATING SCALE*

(JUNE 1984)

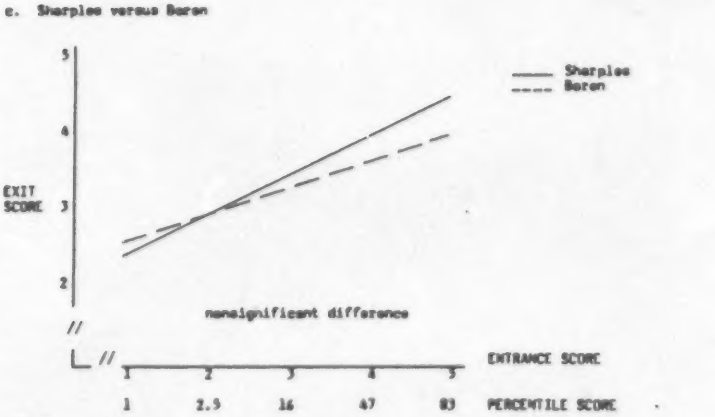
a. Marshall versus Sharples



b. Marshall versus Baron



c. Sharples versus Baron



* Responses to positively worded items of the teacher rating scale were coded so that a higher score corresponds to a more favorable rating; i.e., Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1.

NOTE: Shaded area represents region of significant difference between sites.

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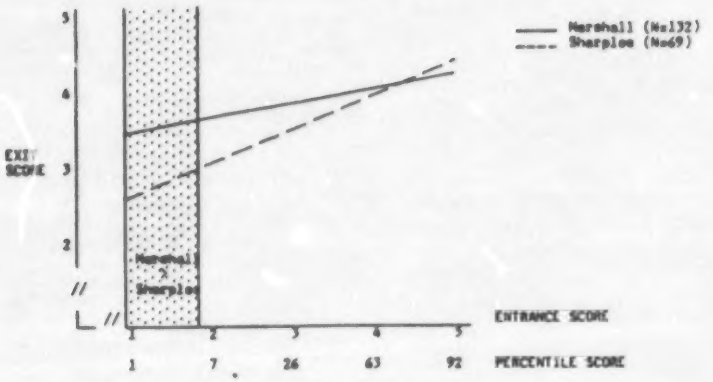
FIGURE 3

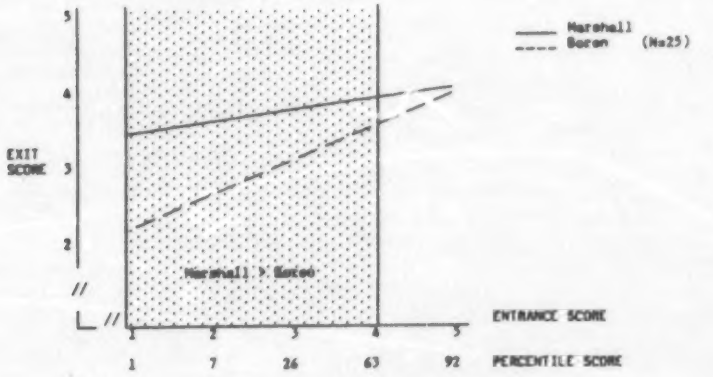
OBJECTIVE 5: COMMUNICATES HIS/HER FEELINGS IN AN APPROPRIATE MANNER, ENTRANCE SCORE VALUES FOR WHICH THERE ARE SIGNIFICANT SITE DIFFERENCES IN EXIT SCORE VALUES— ITEM 14, TEACHER RATING SCALE*

(JUNE 1984)

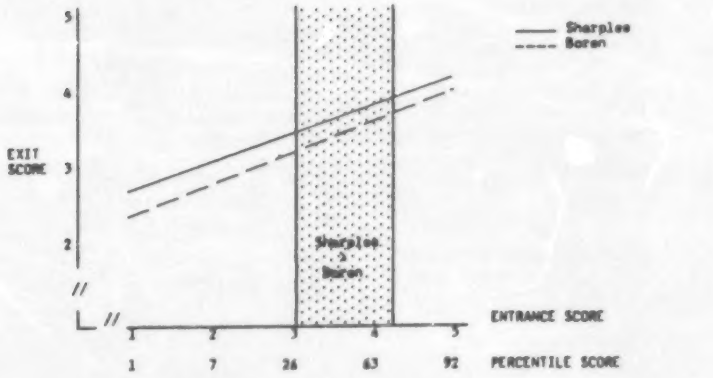
a. Marshall versus Sharples



b. Marshall versus Boren



c. Sharples versus Boren



* Responses to positively worded items of the teacher rating scale were coded so that a higher score corresponds to a more favorable rating; i.e., Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1.

NOTE: Shaded area represents region of significant difference between sites.

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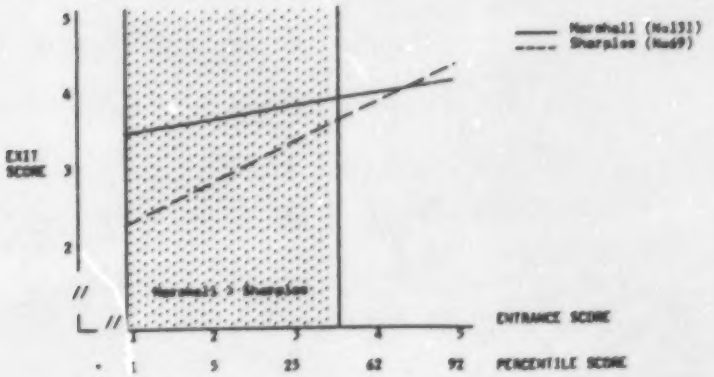
FIGURE 6

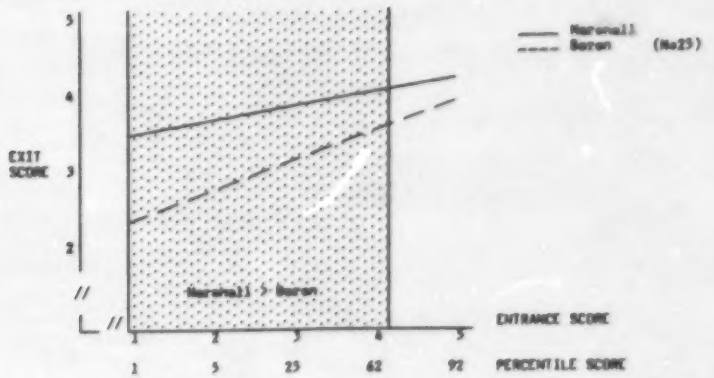
OBJECTIVE 6: DEALS RATIONALLY AND REASONABLY WITH SOCIAL-BEHAVIORAL CONFLICTS,
ENTRANCE SCORE VALUES FOR WHICH THERE ARE
SIGNIFICANT SITE DIFFERENCES IN EXIT SCORE VALUES—
ITEM 13, TEACHER RATING SCALE*

(JUNE 1984)

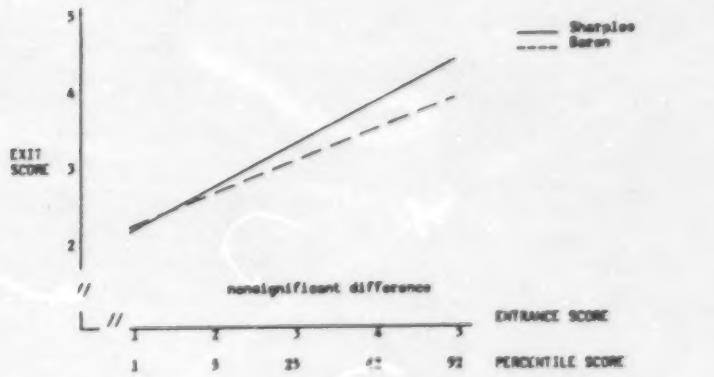
a. Marshall versus Sharpies



b. Marshall versus Baron



c. Sharpies versus Baron



* Responses to positively worded items of the teacher rating scale were coded so that a higher score corresponds to a more favorable rating; i.e., Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1.

NOTE: Shaded area represents region of significant difference between sites.

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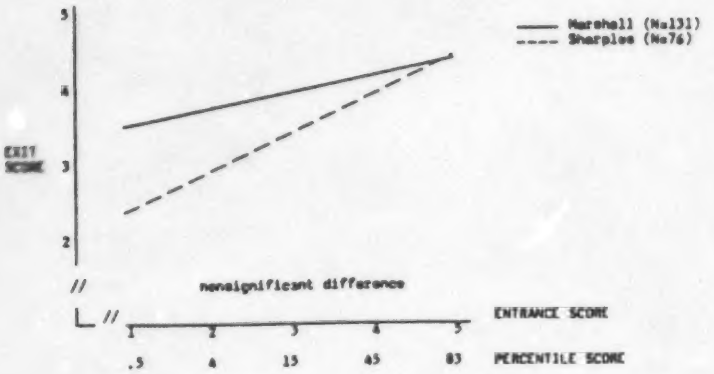
FIGURE 5

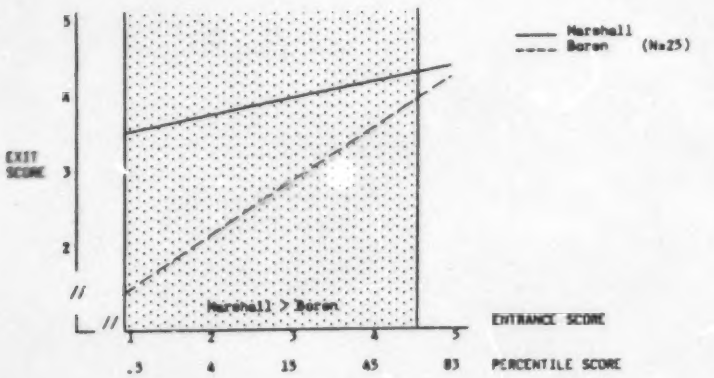
GREYS CLASS LIMITS OR RULES,
ENTRANCE SCORE VALUES FOR WHICH THERE ARE
SIGNIFICANT SITE DIFFERENCES IN EXIT SCORE VALUES—
ITEM 4, TEACHER RATING SCALE*

(JUNE 1984)

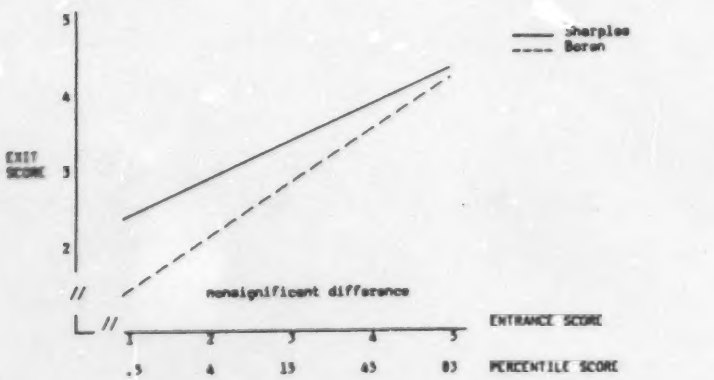
a. Marshall versus Sharples



b. Marshall versus Boren



c. Sharples versus Boren



* Responses to positively worded items of the teacher rating scale were coded so that a higher score corresponds to a more favorable rating; i.e., Always = 5, Usually = 4, Sometimes = 3, Rarely = 2, and Never = 1.

NOTE: Shaded area represents region of significant difference between sites.

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